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ABSTRACT

Proceedings presented are from a specialized seminar on adult education held in conjunction with the 22nd Assembly of the World Confederation of Organizations of the Teaching Profession (WCOTP). Statements from three countries are presented relating the seminar theme, "Devising Strategies for the Effective Education of Adults in the Developing Countries," to their countries: from Kenya, Ambrose A. Adongo; from Ghana, T. A. Bediako; and from Nigeria, J. C. S. Kong-Doomahbey. A brief statement by Wade Wilson on the implications for adult education of the theme of the WCOTP, "Education for Peace," is presented, as are the report of the secretary of the Committee on Adult Education (Robert A. Luke) and the program of the meeting. (SC)

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PROCEEDINGS

EIGHTH WCOTP SEMINAR ON ADULT EDUCATION

Devising Strategies for the Effective Education of Adults in the Developing Countries

August 6, 1973

Kenyatta Conference Center
Nairobi, Kenya

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Special Committee on Adult Education

World Confederation of Organizations
of the Teaching Profession
3 chemin du Moulin
1110 Morges, VD.
Switzerland

Adult Education Committee Secretariat:
National Education Association-IPD
1201 Sixteenth Street, N.W.
Washington, D.C. 20036
U.S.A.

CE001461

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WCOTP SPECIAL COMMITTEE ON ADULT EDUCATION

1972 - 1974

Mr. Peter Turnbull
c/o NTTA
Box 2231, P.O.
Darwin, Northern Territory 5794
AUSTRALIA

Mr. T.A. Bediako
P.O. Box 209
Accra
GHANA

Mr. Ambrose A. Adongo
P.O. Box 30407
Nairobi
KENYA

Mr. Temba P. Vanga
Botswana Teachers' Union
Moeding College
Private Bag
LOBATSI

Mr. G. Adebo Kukoyi
13, Dalogun Street
Anifewose, Ikeja
Lagos
NIGERIA

Mrs. Amparo Sipin-Javier
P.O. Box 4517
Manila
THE PHILIPPINES

Chairman:

Dr. Wade Wilson
Cheyney State College
Cheyney, Pennsylvania 19319
UNITED STATES OF AMERICA

Secretary:

Mr. Robert A. Luke
National Education Association
1201 Sixteenth Street, NW
Washington, D.C. 20036
UNITED STATES OF AMERICA

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INTRODUCTION

The eighth WCOTP Seminar on Adult Education was held in the Kenyatta Conference Center in Nairobi, Kenya, on August 6, 1973. The meeting was held in connection with the 22nd Assembly of the World Confederation of Organizations of the Teaching Profession.

While at several prior Assemblies, the WCOTP Adult Education Seminar was held either immediately preceding--or immediately following--the WCOTP Assembly, this year's seminar was held on one of the three working days of the Assembly devoted to special seminars. Other special seminars held were on teacher participation in educational policy, technical education in developing countries, the right of negotiation, and pre-school education.

The Nairobi seminar represented the first activity planned by those members of the Committee on Adult Education who were appointed by the WCOTP Executive to serve for the 1972-1974 biennium. The new Chairman of the Committee is Dr. Wade Wilson of the United States.

Many individuals contributed to helping make arrangements for the Kenya meeting. In addition to other Committee members and the Chairman, special thanks goes to Mr. Ambrose A. Adongo, Executive Secretary of the Kenya Association of Teachers. Mr. Adongo assisted in many ways in facilitating advance local arrangements for the seminar, as well as preparing one of the initial addresses at the Assembly. Particular thanks are also due to Mrs. Dorothy Thomas, of the University of Nairobi. Seminar participants were fortunate that many students enrolled in adult education programs at the University attended the seminar and participated in its deliberations.

The annual reports of the WCOTP Adult Education Seminars have become an important part of the literature of comparative adult education. The WCOTP Adult Education Committee annually responds to standing requests from many parts of the world for copies of the report. This year's report continues the tradition of a report of stature because of the thoughtful statements of the three principal countries. With this report, the members of the WCOTP Committee on Adult Education gratefully acknowledge their participation and welcome the publication of these proceedings as a means of making their contribution available to the international adult education community.

Robert A. Luke
Secretary
Committee on Adult Education

December 1973

. . . IN KENYA

Ambrose A. Adongo
Secretary General
Kenya National Union of Teachers

Introduction

In developing countries, development is closely dependent on the quality of education given to the population, both young and old. Economic development in these countries implies a complete transformation of subsistence, agriculture, and rural industrialization. This rapid change requires the participation of every able man and woman. It is in this respect Kenya has taken adult education seriously.

With limited resources at its disposal, Kenya spends some Kf3 million out of its total budget of slightly over Kf100 million (figures for 1970) on adult education. In the belief that the basis of effective adult education is a firm structure of formal education for children, the government spends nearly one-half of its budget on children's education. Rapid increases in enrollment in schools have been achieved since 1963, when Kenya became a sovereign state. However, it should also be mentioned that the expansion of an out-of-school education program for adults has kept the same pace with the expansion of in-school education. In 1967 there were about 24 thousand adult students attending adult schools in Kenya. Today, there are over 125 thousand students engaged in various out-of-school educational activities throughout the country.

Organization of Adult Education

As opposed to the practice in a number of countries, adult education in Kenya, though originally in the Ministry of Education, is now a portfolio belonging to the Ministry of Cooperatives and Social Services. Although this Ministry is in charge, it must be made clear from the outset that Kenya has adopted a multi-institutional approach toward adult education work. Several ministries, local institutions, and private organizations are involved in adult education, each conducting programs of its own. The major agencies are:

1. *Department of Social Services:*

   National Literacy Education
   Community & Welfare Education
   Youth Development Education Homecraft Training

2. *Department of Cooperatives:*

   Cooperative Education

3. *Ministry of Information:*

   Radio and Television Broadcasts
   Pamphlets & Posters
   Mobile Cinema Units
   Mass-media Communications

4. *Ministry of Health:*

   Health Education Units
   Posters & Pamphlets
   Demonstration & Cinema Shows
   Family Planning

5. *Ministry of Agriculture:*

   Rural Extension Services
   Farmers' Training Centers
   4K Clubs

6. *Ministry of Labor:*

   Apprentices
   Trades & Occupational Tests

6. *Ministry of Labor* (continued):

Industrial Training
National Youth Service

7. *Ministry of Education:*

Kenya Polytechnics
Correspondence Courses
In-service Courses

8. *Office of the President:*

Kenya Institutes of Administration
Kenya Government Secretarial Colleges

9. *University of Nairobi:*

Extramural Education
Correspondence Education
Residential Courses at the Institute of the Adult Studies Center, Kikuyu

10. *Women's Organizations:*

Homecrafts
Handicrafts
Family Education

11. *N.C.C.K.:*

Village Polytechniques
Youth Centers

The list is far from exhaustive and as can be seen, close co-operation of all agencies is absolutely vital in providing adult education services. Otherwise, a completely sectional approach would lead to overlapping, duplication, omission, irrational and consequently inefficient and uneconomic patterns of provision. The Kenya government, fully aware of this, has provided through an Act of Parliament a Board of Adult Education through whose services a possible way of securing maximum of rationalization and coordination of adult education endeavor can be ensured while in no way imparing

the structure of sectional provision which had developed in the past.

Although this paper insists on brevity, it would be inadequate if there was no mention of education for rural development. More than 90 percent of the Kenyan population live in the rural areas. Kenya, being basically an agricultural country, has to depend greatly on the rural population for the improvement of the national economy. Therefore, the government has fully focused its attention to the integration and intensification of rural education.

Education for Rural Development

It is an accepted phenomenon that change can be affected in two ways; namely, through coercion or force by an authority or agent of change, and through persuasion or education by an organization or agent. The former achieves quick results, but has short-lived effects and is usually resented and resisted. Although the latter takes longer to bear fruits, it has more lasting effects and benefits. It engenders a sense of involvement in and commitment to the intended change. Kenya has taken the latter method and, in the last few years, the nation's efforts have paid dividends. The main objectives for rural education can be summarized as follows:

1. to raise the level of fundamental education;
2. to improve the secondary roads system;
3. to expand social amenity schemes;
4. to improve economic productivity.

The transformation of our rural economy calls for the provision of extensive adult education, purposefully directed at the peasant

farmer and the agricultural worker in conjunction with economic and social reform. As a result, there are 80 Rural Training Institutions in Kenya to cater for varied forms of out-of-school education in the rural areas. These institutions run seminars and courses ranging from three days to six months, especially on modern farming, family planning, health and hygiene, community leadership, nutrition, handicrafts, and various other forms of homecrafts. These courses are usually supplemented by specially prepared programs through the Voice of Kenya.

Youth Development

Owing to the diverse aims of youth programming dictated by the complex nature of the problems being faced by Kenya's youth, the government has initiated Youth Training Programs in what we term "Village Polytechnics." The focus of the program is deliberately concerned on one major aspect of youth development, namely "economic." This focus has been necessitated by the "gap" that exists between the increased number of primary school-leavers and the diminishing opportunities for further training or employment.

The program therefore attempts to capitalize on the impetus of the village polytechnics movement and youth centers. There are currently 40 village polytechnics and over 180 youth centers catering for over 14 thousand youths, and concentrating on training youth in skills to produce commodities required by the local community, e.g., brick laying, carpentry, tin smithery, baking, etc. It is accepted that for immediate purposes, vocational training should mean technical training for specific skills, including support knowledge which helps

to make the trainee more productive and effective in his craft. But it should be mentioned that the village polytechnics cater for only 20 percent of the program's content. The other categories of youth training initiatives include the National Youth Service, Young Men and Women Church Organizations, and the municipalities.

Women's Education

Well over 90 percent of the literacy students in the 2,000 literacy centers are women. In addition, there are 1,940 women's clubs comprising over 81 thousand women dealing with home economics and homecrafts. The impact made by women in national development in this country in the last ten years is unparalleled. Not only have they made steady progress in the breakdown of taboos and social inhibitions that hinder free social contact and exchange of ideas, but they also have physically participated fully in projects and programs geared toward national development. This can only be associated with educational awareness derived from women's adult classes and clubs.

The Teachers' Role

We in KNUT sincerely believe that there is room for improvement in adult education systems and practice in Kenya, especially in the field of literacy. Illiteracy has been known to be a serious bottleneck in rapid social and economic development. If we are to advance quickly, illiteracy must be contained in the shortest possible period. It is in this direction that KNUT is fully prepared to offer help. Already most of the volunteers who teach literacy classes are professional teachers. Owing to the fact that these teachers are

very tired by the time they finish their official duties it is impossible for them to offer the best services to the literacy classes. However, what they have accomplished so far is very satisfactory indeed.

Kenya's adult illiterate population is about three-and-a-half-million. For this number to be serviced within the shortest possible period, more and more teachers trained in adult teaching methods are required. We believe that, as a start, the present membership of KNUT (over 52 thousand) can be made use of during the school holidays. It is also KNUT's contention that in order to ensure fully trained personnel, adult education should be introduced in the curriculum of teacher training colleges. KNUT is prepared to enter into discussions with the appropriate authorities with a view to devising possible ways in which KNUT could play full part in disseminating adult education to the masses. In this way we shall be instrumental in accelerating the rate of development in Kenya.

. . . IN GHANA

T. A. Bediako
Secretary General
Ghana National Association of Teachers

In every country the education of the child is regarded as important. Even in the traditional pre-school society the adults try to give the child the kind of useful experience and knowledge that will initiate him into the occupations and ways of life of the society he was born into. This initiation or socialization is perhaps haphazard and incidental, but it suits the simple, near-static traditional society. The more dynamic and complex modern society has realized that if the child is to be properly initiated into his society, some years of organized study, preferably in an institution, are necessary. Again, so important do societies regard the process of initiation that they see to it that those who will be charged with it in the institutions are educated and trained for the task.

The adult is different from the child. He does not depend on other people for his living; he may rather be responsible for the upkeep of other people. He is supposed to think in a mature way. For, even if he is below the age of 21, the statutory age for entry into adulthood in many countries, the fact that he is independent, that he is married, and that he earns his own living plunges him into adulthood. And, until recently, the society washed its hands of him. Even today, none but the most inadequate provision for education is made for him.

It may be argued that the adult has already been initiated into the occupations and culture of his society. He, therefore, needs no

further education. But we know that many adults do not, through no fault of their own, have any opportunity to learn anything worthwhile as children. They are not quite adequately initiated into the fast-moving modern world. They may not learn to read and write. They may not even receive a fair chance to learn a trade. These are serious disabilities. Such adults need a second chance. And it has been demonstrated in countries like Russia that some of such adults, given a second chance, can hold their own in depth of knowledge, in maturity of judgment, and in the importance of their contributions to the culture and economy of their countries, they can hold their own against some of the best school-educated of the day.

Even those who make the most of their time at school and college, the successful ones, would need to be helped to learn again, to look back at what they have been doing and at their attitudes toward their professions and toward other people. They need to be helped to question their assumptions in life from time to time. And it must be remembered that new knowledge is being discovered every year. New and improved methods of farming, of trading, of practicing almost every profession, are being discovered. And even the "successful ones" have to periodically go back to school, so to speak, in order to keep up with these new ideas. For it is when people, workers, farmers, professional men understand new discoveries thoroughly, discoveries that are relevant to the work they do and to the improvement of the society they belong to, that they can contribute their utmost to the development of their countries.

For the past 20 or 30-odd years in Ghana, government and quasi-government agencies and other agencies like religious groups, the

Trades Union Congress, the Ghana National Association of Teachers, and the University of Ghana have attempted in various ways to provide some kind of education for the adults of the country, both literate and illiterate. A few adults have presumably been made literate in their first languages, some communities have been helped to take on a new look, and the University especially has helped some school-leavers to continue their education. But better results could have been obtained.

In the rural areas, the most important occupation is farming. About 70 percent of the working population is on the land. Some of these are engaged in cocoa farming. Food farming is carried on by small peasant farmers using such very simple tools as the hoe and the cutlass and the farmers tend to shift from one plot of land to another year after year, with the consequent exhaustion of the soil. Animal husbandry is carried on a small and largely unscientific scale. Much of the meat Ghana consumes is therefore imported from neighboring countries. A small number of trained men have been encouraged by the government to go into farming, and some of them are doing quite well. But most of the food the country needs will continue for a long time to come to production by illiterate, untrained farmers. And real improvement in the food situation will come when all farmers are made to see the necessity for scientific agriculture.

The illiteracy rate in the country is about 70 percent and it is growing. Since gaining independence in 1957, successive governments have tried to get as many pupils as possible into primary schools, but the country is yet to see universal primary education. About 85 percent of children of school-going age get places in primary schools.

And here below are the enrollment figures for the various stages in the educational ladder as in 1971:

Elementary School:

Primary school - ages 5 to 11 - enrollment 975,629
Middle school - ages 12 to 16 - enrollment 424,434

Secondary Stage (including secondary schools, teacher-training colleges, technical schools, and commercial schools)

total enrollment 78,752

The figures tell a sad tale: of the numbers that enter the primary school, more than 50 percent get only six years schooling. We may suppose these lapse quickly into illiteracy. Of about a million and a quarter pupils who enter the elementary school, only about 80 thousand are lucky enough to enter the secondary stage of the educational system--a mere six percent. And perhaps because of the large sizes of the classes, a consequence of the too rapid expansion ushered in by the "Accelerated Development Plan" of the 1950's, and the employment of untrained and incompetent teachers, the standards attained by the middle school-leavers are on the whole so low that some are not good enough for even messenger's jobs. Many of these young men and women would need, at least, remedial education so that they can be absorbed into the economic stream of the country.

Various government departments have seen the need for adult education, especially in the rural areas. The Department of Social Welfare, in the extent of its education activities, leads all other governmental departments. Its target has almost always been the rural illiterates. It started an extensive general literacy program and the early results are quite impressive. But the enthusiasm of the

officials in the arena has subsided and many of the newly certified literates lapsed quickly into illiteracy. It is doubtful they were ever literate at all! In any case, in their hindsight, they now doubt the theory on which they worked; that literacy programs should aim at general and not special literacy.

Mass literacy campaigns have scarcely succeeded. Russia and Cuba have somehow succeeded, however. And Richard Jolly, in his paper on "Contrasts in Cuban and African Educational Strategies," shows enthusiasm and respect for the Cuban experiment that stopped formal schooling for a year and sent students and teachers to the rural areas to teach literacy. But he is forced to concede, " . . . some of the educational policies discussed in this paper could without doubt be introduced without a revolution, but could they all? A major conclusion of the Cuban experience is that if education reform is to succeed, it must be made part of more fundamental changes in the whole society." And we may rightly guess that the political structure of Ghana may find it difficult, even impossible, to contain the revolutionary educational strategy adopted by the very different government and circumstances of Cuba. We think the answer with Ghana may lie in the new idea of functional literacy, in which selected occupational groups are taught to read simple manuals that will help them to understand new ideas relevant to their work. Unesco, possibly after some disillusionment with mass literacy campaigns, has at last formulated and is trying out in selected areas this idea of functional literacy. And in a rather unsystematic way, two groups, the Trades Union Congress and the Pioneer Tobacco Company, are trying this out in Ghana. The churches have, of course, pioneered this type of literacy in the country since they were introduced here.

Community development carried on by the Department of Social Welfare has helped to make the life in a few villages a little brighter than before. The Ministry of Agriculture has extension officers in all regions of the country. And the Ministry of Health has its own extension officers, among whom there is periodically a spurt of energy in emergencies when there is fear of outbreat of diseases like cholera. But all the officers, the community development officer, the agricultural extension, and the health officers have not regarded themselves as adult educators. This is unfortunate. If they had realized their task is essentially one of educating people, they would have gone in consciously to deepen and widen the knowledge of the people they come officially in contact with. And they would have used the projects they are engaged on in disseminating useful knowledge and in helping adults to think for themselves.

There are voluntary agencies like the quasi-religious ones--the Young Men's Christian Association, the Young Women's Christian Association, and youth bodies like Boy Scouts and Girl Guides in the schools. But these activities tend to be limited to the urban areas where reasonably rich people participate in the all-too-few activities they organize from time to time.

The Institute of Adult Education of the University of Ghana for a long time devoted itself to classes in "non-examinable subjects" of "liberal education" classes. Excellent lectures were given from its platform on topical events. But as now it has been realized that splendid as these lectures are, they are not relevant to the present needs of the majority of the young adults in the country, and that they benefit a very small section of the public. The need of the

elementary school-leaver who rushes into the city for a job he cannot get because of his low standard of education, has been found to be more pressing. And today the Institute has courses designed for these middle school-leavers. Realizing that some of these courses never reach some of the young people in the rural areas and that even in the urban areas they are not very efficiently taught by teachers, who have had no training in the teaching of adults, the Institute has now embarked upon correspondence education, an enterprise which may be the answer to some of the educational problems not only of the elementary school-leaver but also of the secondary school-leaver and of the trained teacher.

Adult education in Ghana suffers from two major defects. First, there is practically no planning. The activities are *ad hoc*. It is doubtful whether even the government departments plan for a year ahead. They work hard and quite admirably, explaining important government decisions to the people in times of emergency. But during normal times the enthusiasm fades away and scarcely anything is done. Even during emergencies, energy and money is wasted because the activities of the various bodies, even of government departments, are not coordinated.

Recently an association of adult educators has been formed to coordinate these activities and to provide a forum for periodic discussion of common problems.

The second serious defect is that most of the tutors who help in adult education at all levels are trained teachers, but are not trained adult educators. We think the working of subjects like the psychology of the adult and the methodology of teaching of the adult into

the curriculum of the teacher-training colleges would be helpful in making these good teachers not only of children but also of adults. And we welcome the institution of a diploma course in adult education which will start running in October 1973 at the University of Ghana.

Necessary as these measures are, we think they are not sufficient to raise adult education in the country to the pitch which will make it really worthwhile. There ought to be really definitive governmental action taken. It is suggested that a statutory board for adult education at all levels be set up as early as possible. This would give adult education a boost. This board should be under a minister or commissioner who is a member of the cabinet. There should be an executive secretary whose position should at least be equivalent to the head of a department in the civil service. And the government will do well to give a substantive grant in its annual budget to this board for the implementation of its plans for the year in the education of adults.

Properly organized activities aimed at educating adults in a developing country such as Ghana are very necessary. This can be achieved by the setting up of such a board as has been suggested in this paper. The work in adult education can be made much more effective than it is today by building up as early as possible a substantial group of people very well trained who, working either full or part-time, will recognize that they are in a worthwhile enterprise, an enterprise that, in improving the quality of individual adults and in giving them new knowledge and skills, will improve the quality of life in Ghana and help revolutionize the economy.

. . . IN NIGERIA

J.C.S. Kong-Doomahbey
National Union of Teachers
Nigeria

Unesco's estimate of the growing adult illiterates is alarming. In Africa alone, the number increased from 735 million in 1960 to 783 million in 1970, i.e., an increase of nearly 50 million in ten years.

The first question one would ask on this growth is, "Why does the number of adult illiterates grow?" The logical answer is that in most parts of Africa, (1) there is not yet universal free primary education, (2) there is not yet universal compulsory education, even in countries where primary education is free, (3) parents in peasant communities haven't the wherewithal for educating their children, (4) there are, in some communities, social taboos barring boys and girls, particularly girls, from going to school.

Therefore, to stem this growth, this Assembly may well think of a program to meet the problem of increasing adult illiterates at its root by meeting these children in their villages and giving them some instruction while they are young by the local teacher organizations or government agencies. The advantage of this is dual: (1) education at this stage is easier and smoother, (2) it will reduce the growing number of adult illiterates.

However, since these children have now grown to adults with little or no education, they still should be and could be helped. In Nigeria, our governments, both federal and state, have very keen interest in adult education. In the Ministries of Education, adult education officers and their teams are established, carrying out active work among

adults. Courses are graduated and at the last stage, adults who do well are given literacy certificates.

These courses for general education are taken outside the normal schools. Teachers volunteer in local communities to help run these courses.

There are also specialized courses. For instance, in my part of Nigeria, farm settlements are established by the government and some missionary bodies. Here, young men are taught in a practical way modern agricultural methods. They live on the farm and farm under the supervision of experts. They also learn animal husbandry, etc. Outside the farm settlement, older farmers are encouraged to form co-operatives for the purpose of receiving instructions, marketing their products and for receiving loans from the government for the improvement of their farms.

Women are also looked after. Courses in mothercraft, home economics, and simple hygiene and health education are held for mothers, either in maternity clinics, by visiting nurses, or a social welfare officer.

Missionaries also establish homes for young girls preparing for marriage who have very little or no education. Such homes are of vital importance and the results are very alarming. Some of these young women go into these homes quite illiterate and come out able to read and write and prepared to run their homes in healthy surroundings.

Community development is another aspect of adult education which our governments in Nigeria are pursuing vigorously. Young men are sent to Man-of-War Bay courses to train as leaders for community de-

velopment. The result of these schemes is very encouraging.

We from Nigeria are satisfied that much is being done for our illiterate adults. They also pick up some pieces of information by radio, especially when this is done in the vernacular. I am proud to say that my wife helps to run a program in the Igbo language for women. As we travel out into some parts of the country, she is usually greeted by those mothers who have heard her broadcasts. So the radio and other mass information media are used effectively.

It is very encouraging that on the whole these adults are always ready to learn.

DEBATE ON THE THEME

August 1, 1973

(The theme of the 1973 WCOTP Assembly was "Education for Peace." Following is the text of the statement prepared by the Chairman of the Adult Education Committee for delivery before the Assembly on the implications of the theme for adult education.)

Mr. President:

It is my honor, as Chairman of the WCOTP Adult Education Committee, to offer these observations on the Assembly theme.

We all know--and we know it all too well--that it is not children in school who sit in Parliaments and make the decisions that can pit one country in war against another country. It is not school children who promote the proliferation of armaments . . . or resist honest offers to negotiate honestly held differences. School children are not the authors of the simplistic slogans that seek to substitute emotion for reason.

No--as the Unesco Charter eloquently reminds us--wars begin in the minds of *men*--not in the minds of children.

It is the children who are the innocent victims of their elders' folly.

Therefore, the pressing task before those of us who are adults and who are concerned with advancing the cause of peace is not how we can instruct children in the ways of peace--but how we can instruct ourselves. I have three suggestions:

First, as representatives of teachers' organizations, we must be prepared to make our voices heard on controversial political and social issues as well as on strictly educational issues. Peace--all too

often--is a controversial issue . . . and supported by too few strong voices. If we are not afraid to speak out, others will gain courage from us.

Second, we must see that as leaders of teachers--and therefore leaders of one of the more enlightened segments of the community--teacher in-service education provides opportunities to study economic, political, and social questions as well as professional questions. This is equally important with helping teachers learn new methods of teaching reading, writing, or arithmetic.

Third, we must encourage our governments to spend part of their educational revenue in converting schoolhouses into community centers. When daytime classes are over the parents of the students we teach can meet with each other and--under the leadership of a teacher paid to perform these extra duties--talk with one another in an informed way about the critical issues facing their communities--and their countries.

Simply stated, all this is to say that we must be instrumental in bringing about still a different kind of war on illiteracy--a war on economic, political, and social illiteracy.

It is a campaign from which no country is exempt. Nations with high rates of conventional literacy--as measured by the number of individuals who can read and write--are among the nations which produce the largest percentage of their wealth either preparing for future wars or paying for past wars.

The three suggestions I have given are but small beginnings--but begin we must. If teachers are not prepared to rationally study in

some organized way the issues of the day--who is? And where can the parents of children better learn than from their respected childrens' teachers?

Financial support for political literacy education for teachers--and for community education centers for parents and other adults--must come from public revenues--funds in addition to those already spent on the education of children.

But if such efforts can have even the smallest effect, it may help reduce the crushing burden of "non-peace" that all of us must now endure.

Wade Wilson
Chairman

REPORT OF THE SECRETARY

Robert A. Luke
WCOTP Special Committee on Adult Education

Nairobi
August 4, 1973

Mr. President, Ladies, and Gentlemen:

At the London Assembly of WCOTP in 1972, the Committee on Adult Education scheduled two meetings. On August 4, as part of the Assembly's program devoted to special interest groups, the Committee presented a half-day seminar on "The Role of the Public Education Authority in Providing Adult Education." Immediately following the conclusion of the main Assembly on August 9, the Adult Education Committee presented a special seminar on "Case Examples of Publicly Supported Adult Education Programs." The papers from this latter meeting were compiled into the proceedings of the Seventh WCOTP Invitational Seminar on Adult Education and distributed to the standard international mailing list of the Committee.

The London meeting represented the final activity planned by those members of the Committee on Adult Education who served during the 1970-1972 biennium.

At the meeting of WCOTP's Executive in London, the 1972-74 Committee was appointed, the membership of which appears at the beginning of this report.

Two activities were planned by the Committee for the Nairobi seminar. Preceeding the Assembly, the WCOTP Adult Education Committee, the International Reading Association, the International Association for School Librarianship, and the WCOTP Committee on Audio-Visual In-

struction, jointly sponsored a pre-Assembly workshop on devising ways of involving teachers, librarians, and adult educators in improving instructional competency and school/community relations. A further theme was improving teachers' attitudes toward new instructional methods.

During this workshop, delegates shared in a Carnival of Resources exhibit and attended demonstrations of a micro-teaching method used by the University of Nairobi to develop the practical competence, self-evaluation, and acceptance of new instructional methods among student teachers.

During the Assembly, the Committee was responsible for one of the five special seminars on educational topics, the proceedings of which will be published following the Assembly.

The effective functioning of an international committee is always difficult. However, the WCOTP Adult Education Committee is fortunate in having able assistance in planning and presenting its program. Both the membership of the Committee and the highly effective assistance of the WCOTP Secretariat make its program possible. To all of the many individuals, both on the Committee and in the staff, who have assisted the adult education program, grateful appreciation is acknowledged.

Particular thanks are due to Dr. Wilson, the Chairman of the Committee, who has provided the leadership during the past year required to keep the various activities of the Committee moving forward in a thoughtful, graceful, and efficient way.

Thank you, ladies and gentlemen.

World Confederation of Organizations of the Teaching Profession

1973 Assembly of Delegates

6 August, Monday

Specialized Meeting

DEVISING STRATEGIES FOR THE
EFFECTIVE EDUCATION OF ADULTS
IN THE DEVELOPING COUNTRIES

Presiding: Dr. Wade Wilson, Chairman
WCOTP Committee on Adult Education

9:00 a.m. Welcome and Introductions - Dr. Wilson

Report on the Third Unesco Conference on Adult Education - Mr. R. Sanderud, Chief Technical Adviser, the University of Nairobi Unesco Project

10:00 a.m. Seminar: Devising Strategies for the Effective Education of Adults in the Developing Countries

In Nigeria: J.C.S. Kong-Doomahbey

In Ghana: Mr. T.A. Bediako
Paper to be read by Mr. M.K. Senoo

In Kenya: Mr. Ambrose A. Adongo

12:30 p.m. Recess

2:00 p.m. Debate on the issues - general discussion - Dr. Wilson

4:00 p.m. Adjourn